

GALLMAN ELEMENTARY

540 Brantley Street
Newberry, S.C. 29108

GRADES 4-5 Elementary School

ENROLLMENT 403 Students

PRINCIPAL Cathryn Hartzog 803-321-2655

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Lee Attaway 803-345-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	58	24	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

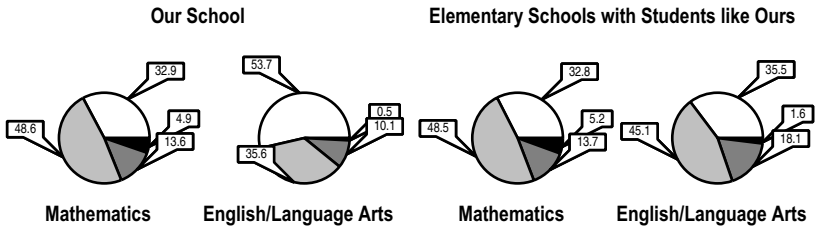
FOR MORE INFORMATION, VISIT WEBSITES AT:




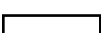
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	161	83
Percent satisfied with learning environment	96.7%	82.9%	80.0%
Percent satisfied with social and physical environment	87.1%	73.1%	70.0%
Percent satisfied with home-school relations	35.5%	81.9%	74.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	398	98.5	53.7	35.6	10.1	0.5	10.7	17.6
Gender								
Male	200	98.5	59.6	29.0	10.9	0.5	11.5	17.6
Female	198	98.5	47.8	42.3	9.3	0.5	9.9	17.6
Racial/Ethnic Group								
White	87	100.0	23.4	53.2	22.1	1.3	23.4	17.6
African-American	280	97.9	61.9	31.1	6.6	0.4	7.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	31	100.0	61.3	29.0	9.7	N/A	9.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	320	99.1	48.6	38.5	12.2	0.7	12.8	17.6
Disabled	78	96.2	75.4	23.2	1.4	N/A	1.4	17.6
Migrant Status								
Migrant	N/A	0.0	66.7	25.0	8.3	N/A	8.3	17.6
Non-migrant	398	98.5	53.3	36.0	10.2	0.6	10.8	17.6
English Proficiency								
Limited English proficient	20	100.0	80.0	20.0	N/A	N/A	N/A	17.6
Non-limited English proficient	378	98.4	52.2	36.5	10.7	0.6	11.3	17.6
Socio-Economic Status								
Subsidized meals	329	98.5	59.1	32.6	8.1	0.3	8.4	17.6
Full-pay meals	69	98.6	29.9	49.3	19.4	1.5	20.9	17.6

Mathematics								
All students	398	99.5	32.9	48.6	13.6	4.9	18.5	15.5
Gender								
Male	200	100.0	32.8	48.9	11.8	6.5	18.3	15.5
Female	198	99.0	33.0	48.4	15.4	3.3	18.7	15.5
Racial/Ethnic Group								
White	87	100.0	16.9	42.9	27.3	13.0	40.3	15.5
African-American	280	99.3	37.3	51.9	8.1	2.7	10.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	31	100.0	35.5	35.5	25.8	3.2	29.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	320	99.7	28.6	49.2	16.2	6.1	22.2	15.5
Disabled	78	98.7	50.7	46.5	2.8	N/A	2.8	15.5
Migrant Status								
Migrant	N/A	0.0	41.7	50.0	8.3	N/A	8.3	15.5
Non-migrant	398	99.5	32.6	48.6	13.8	5.1	18.8	15.5
English Proficiency								
Limited English proficient	20	100.0	50.0	40.0	10.0	N/A	10.0	15.5
Non-limited English proficient	378	99.5	31.9	49.1	13.8	5.2	19.0	15.5
Socio-Economic Status								
Subsidized meals	329	99.4	36.7	47.3	12.3	3.7	16.0	15.5
Full-pay meals	69	100.0	16.2	54.4	19.1	10.3	29.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	199	N/A	41.8	46.9	9.8	1.5	11.3
	Grade 5	204	N/A	47.2	41.6	10.7	0.5	11.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	202	98.5	47.0	37.7	15.3	N/A	15.3
	Grade 5	196	98.5	60.4	33.5	4.9	1.1	6.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	199	N/A	32.5	44.8	14.9	7.7	22.7
	Grade 5	204	N/A	40.1	40.1	13.7	6.1	19.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	202	99.5	26.1	50.5	16.8	6.5	23.4
	Grade 5	196	99.5	39.7	46.7	10.3	3.3	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 403)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	Down from 1.4%	3.5%	2.4%
Attendance rate	92.1%	Down from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.8%	Down from 9.8%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.8%	Up from 15.6%	8.6%	8.0%
Older than usual for grade	2.0%	Up from 1.9%	2.3%	1.1%
Suspended or expelled	1.0%	Up from 0.5%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	40.0%	Down from 45.2%	46.0%	50.0%
Continuing contract teachers	83.3%	Up from 74.2%	83.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.8%	Up from 80.1%	83.5%	86.2%
Teacher attendance rate	96.8%	Up from 94.7%	94.5%	95.3%
Average teacher salary	\$35,903	Down 1.6%	\$39,095	\$39,909
Prof. development days/teacher	11.5 days	Down from 11.7 days	12.4 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	18.0 to 1	Up from 17.8 to 1	17.6 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 89.9%	88.5%	89.7%
Dollars spent per pupil*	\$5,691	Up 5.4%	\$6,069	\$5,892
Percent spent on teacher salaries*	68.7%	Down from 69.9%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 85.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gallman Elementary serves all 4th and 5th graders in the town of Newberry and its surrounding rural area. We continue our focus on student improvement in the areas of writing, reading, math, science, and social studies by providing professional development opportunities to teachers and staff.

The use of best practices in instruction continues to create steady growth toward higher achievement in mathematics. With the help of Title One funding, we plan to continue our sustained staff development in math. In the area of English/Language Arts, our improvement has shown a slight decline when compared to the previous year. In order to strengthen our achievement in all academic areas a fulltime Curriculum Coordinator was added to our staff and participated, along with several of our teachers, in the third year of the SCRI Initiative.

Some of our successes this year includes: the attainment of initial SACS accreditation, the selection of one of our teachers as the District Teacher of the Year for the second consecutive year, the naming of 17 students as Duke TIP scholars, the selection of a fifth grade chorus student to the S.C. Honors Choir, and the selection of two teachers attend the Roper Mountain Science Institute. The funding for the 21st Century after school program, EDGE, ended at the end of this school year. Continuation of funding for an after-school program will depend upon grant or Title One funds. Plans for the 'new' Gallman Elementary are on target and the completion of the building program is scheduled for the summer of 2004. The change from the present site to the 'new' Gallman Elementary will be both a physical as well as a school-wide structural change, but we will take with us the same expectations of excellence that are symbolic of all Gallman students both present and past.

We look forward to the challenge!

Cathie Hartzog, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.